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ABSTRACT

The development of key competencies through higher education is of increasing interest in government, industry, and academics. The contributors to this collection of research analyses and case studies focus on the competencies associated with self-motivated autonomous lifelong learning. Examining a variety of issues from a British perspective, the authors provide models for exploring the development of competencies in the context of emerging and established practices. In the first and last chapters the editors provide a framework and summary for the analyses and case studies which make up the remaining 13 chapters. These chapters include "A Quality Graduate" (Lee Harvey and Selena Mason); "Independent Study, Independent Studies and 'Core Skills' in Higher Education" (Peter Knight); "Do Students Value a Flexible Educational Experience?" (Hazel Knox); "The Unexpected Outcomes of Critical Professional Learning" (Sue Bloxham and Mike Heathfield); "Learning from Experience: An Individually Negotiated Learning Route" (Peter Funnell and Sharon Goddard); "Action-Centred Learning in Industry" (Richard Carter and others); "Information Technology and Flexible Learning" (Karen Valley and others); "Computers for Teaching and Learning" (Gordon Doughty); "Recent Research on Student Learning and the Learning Environment" (Noel Entwistle); "Developing Modes of Independent Study in a Professional School" (David Boud); "First Steps towards the Virtual University" (Richard Freeman and others); "Change in Two Academic Cultures" (Jane Pearce and others); and "Student Group Work: A Comparative Study" (William Johnston). (Contains 128 references.) (PRW)

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